



PRIMEROS PASOS

Strengthening Programs that
Support Illinois Infants and Toddlers



GADS HILL
CENTER

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October 30, 2013



Primeros Pasos: Strengthening Programs that Support Illinois Infants and Toddlers

Latino Infants and Toddlers in Policy and Practice in Illinois

**Jacob Vigil, Birth to Three Policy Analyst
Latino Policy Forum
Chicago, IL**

October 30, 2013





Who We Are



- Provide analysis with a Latino perspective to inform, influence, and lead.
- Our work currently focuses on
 - Early childhood education
 - Housing issues
 - Immigration reform
 - Community engagement
- Convene sectors of the community to engage in policy, advocacy, and training activities on issues critical to the region through our *Acuerdo* model



The *Acuerdo* model

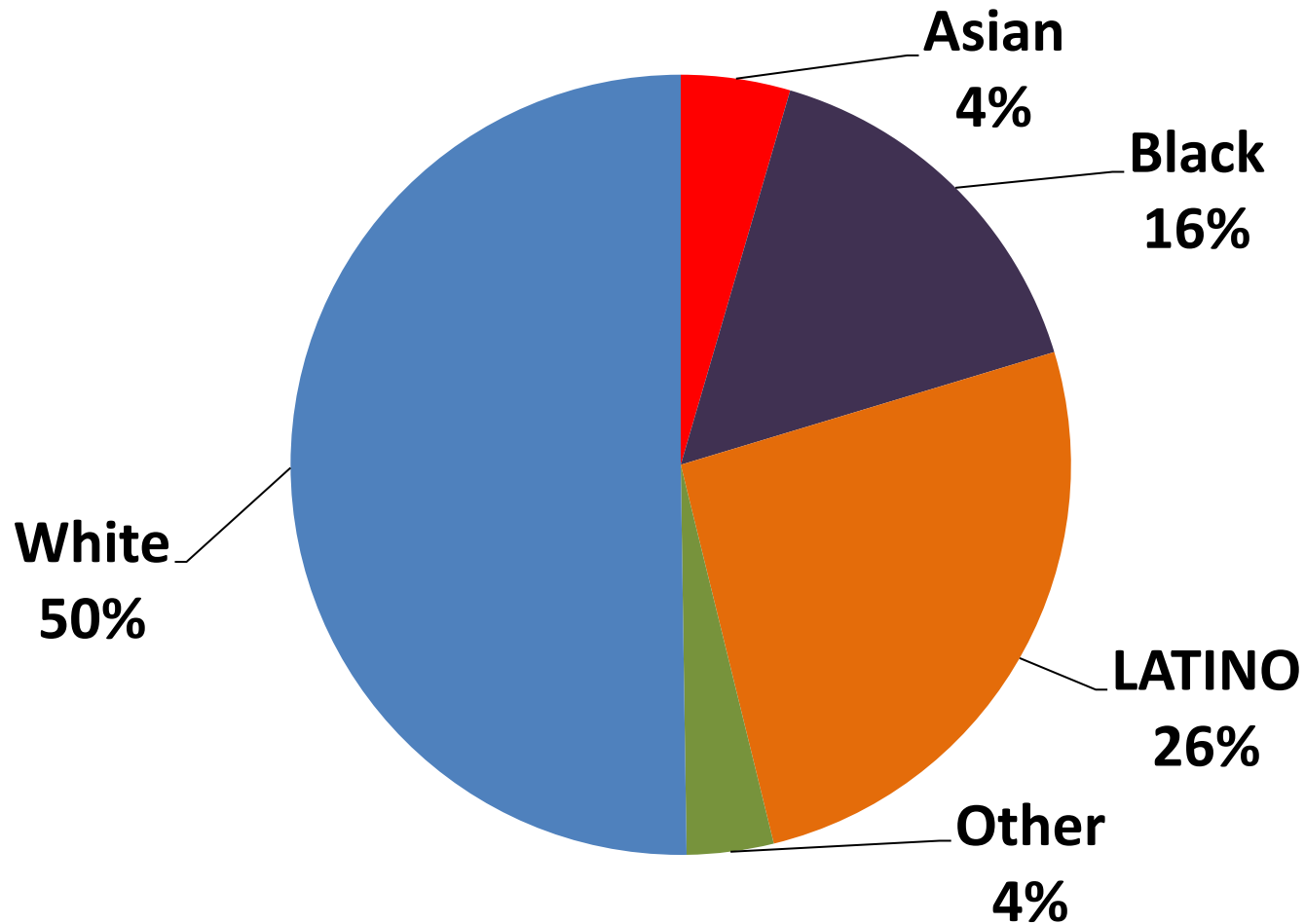
- *Acuerdo* members are leaders in community-based organizations providing direct services to families with young children in Latino communities.
- These working groups ensure that information, policy, and advocacy on early childhood issues represent the Latino perspective and its community needs.



About this report

- Presenting a Latino perspective on early care and education.
 - high representation of Latinos among Illinois' youngest learners
 - the importance of the first three years of life as the foundation for cognitive and social-emotional development
- Emphasize a birth-to-age-eight continuum
- Promote linguistic and cultural competency key components of quality
- Explore the array of services available for infants and toddlers in Illinois.

Illinois children under age five by race/ethnicity, 2011



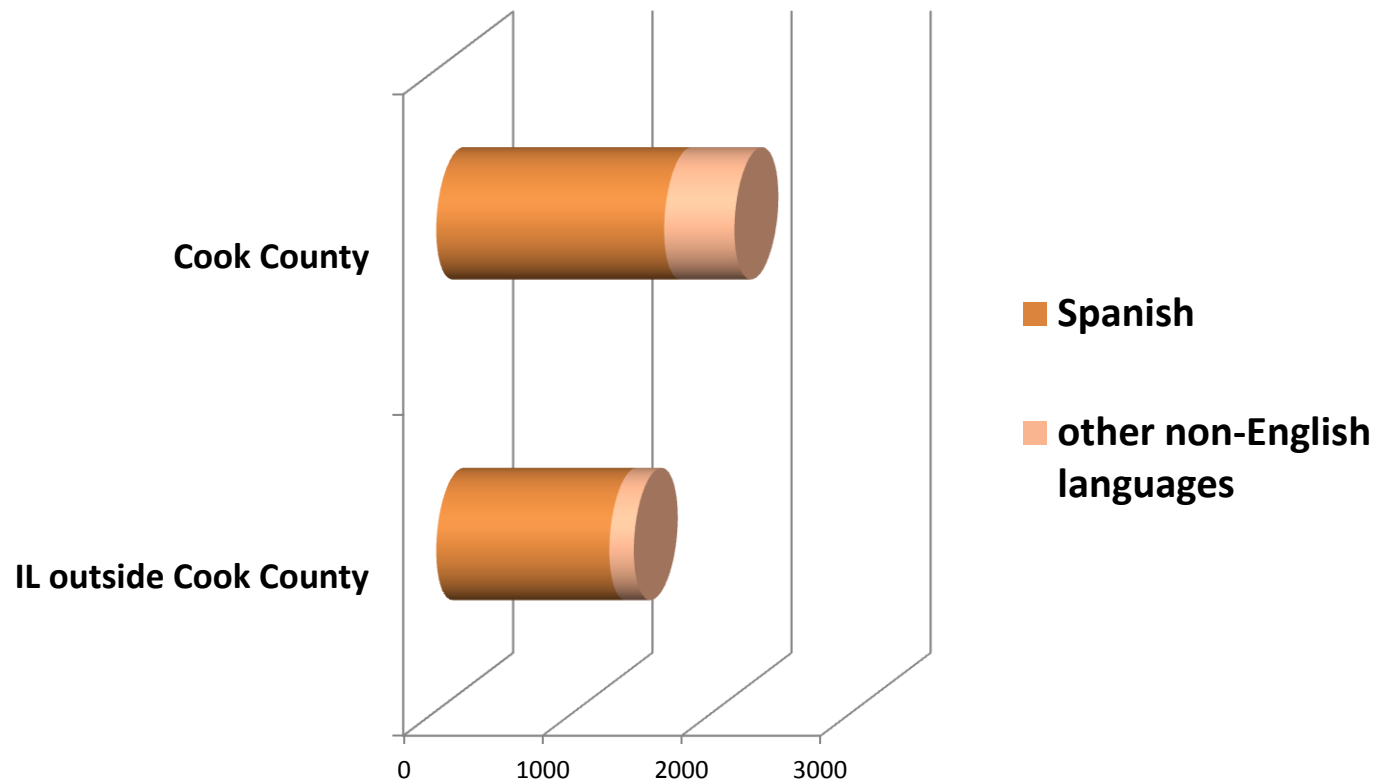
Source: U.S. Census 2011 American Community Survey 1-year estimates



Enrollment in ISBE birth to three programs* by home language, 2012

29% of all 0-3 year olds enrolled in ISBE funded programs in Illinois speak languages other than English in the home.

Of these 80% are from Spanish-speaking homes



Source: Illinois State Board of Education Home Language Data from Student Information System (SIS), FY2012. *ISBE funded programs for children from birth to age three consist of an array of home-based (home visiting) and center based program models delivered through school districts and community based organizations. Often ISBE funding supplements other types of funding such as Early Head Start and subsidized child care.

- Bilingualism
- High levels of social and emotional development
- Strong family & extended family relationships
- Education as a family value





The importance of the early years

- Infant brain development depends on healthy, consistent parenting that fosters social-emotional bonding
- Exposure to language multiplies neural connections
- Native language development is the foundation for future learning AND second language acquisition

Challenges

- Lower rate of participation in center-based services
- Low maternal education levels
- Immigration status → family instability
- High incidence of child poverty
- Lower pre-literacy and language skills

Language/cognitive skills up to 6 months behind white peers → Many never catch up, and the gap persists.

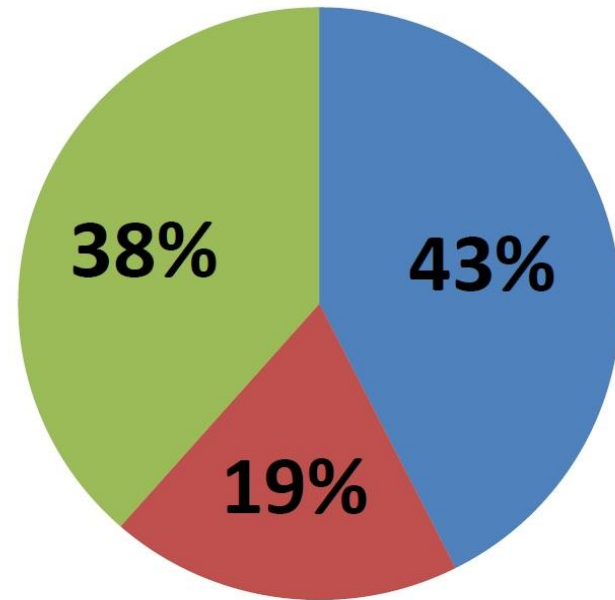
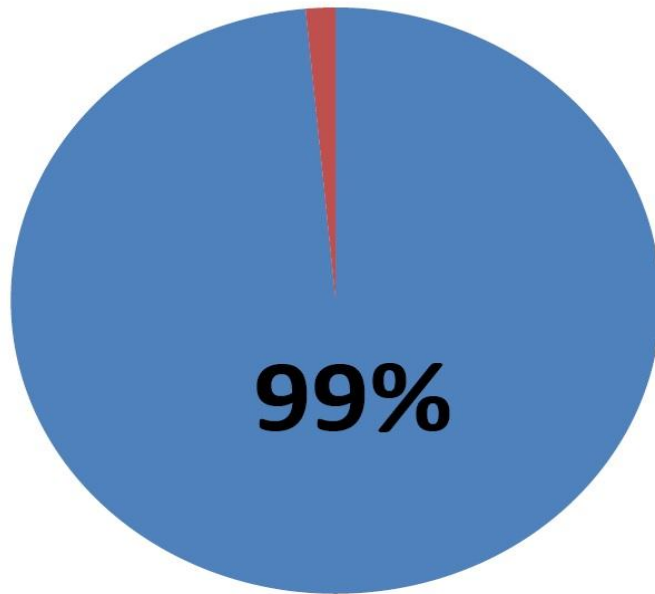


Immigration

Citizenship Status of Latino Children and Adults, 2010-2011

■ Citizen ■ Not a citizen

■ Native ■ Foreign born naturalized U.S. citizen ■ Foreign born not a U.S. citizen

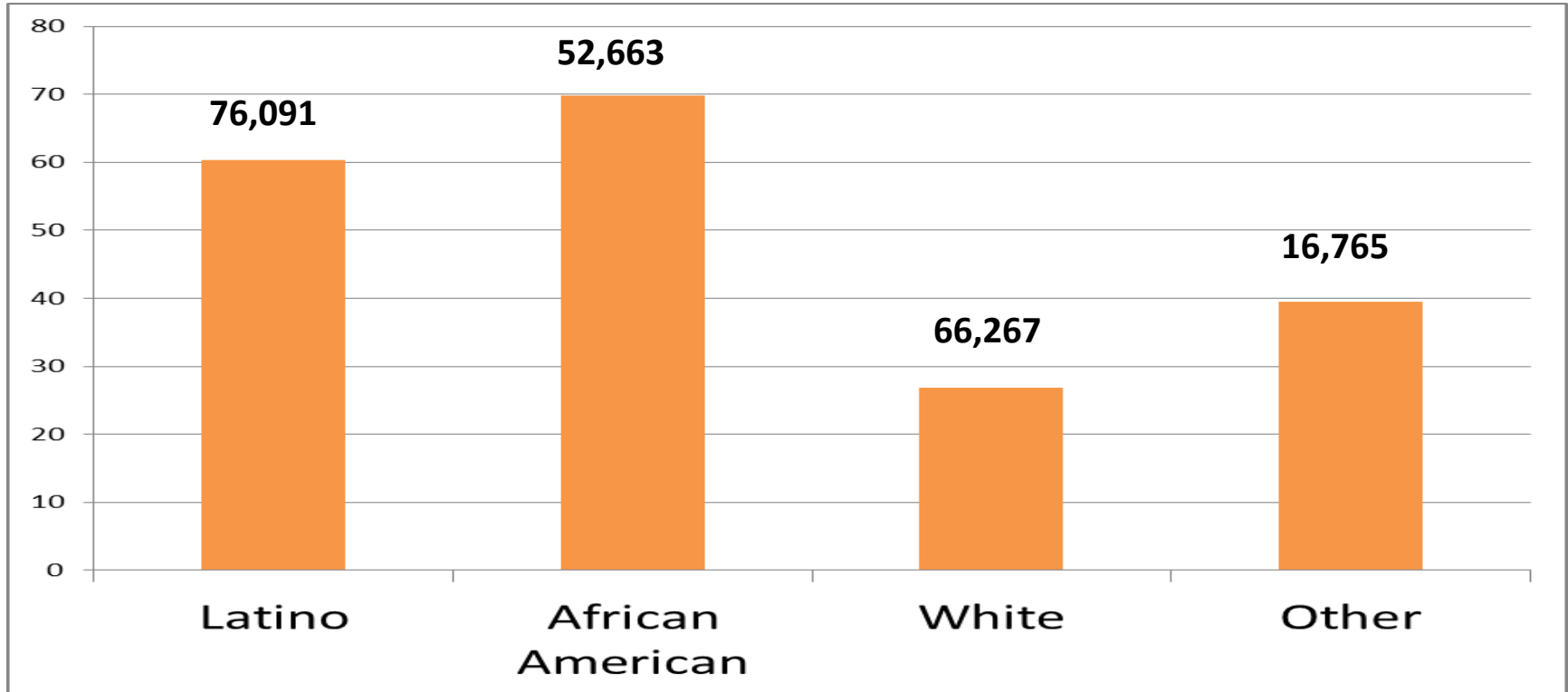


Source: NCLR Latino Kids Data Explorer; U.S. Census 2011 American Community Survey 1-year estimate).



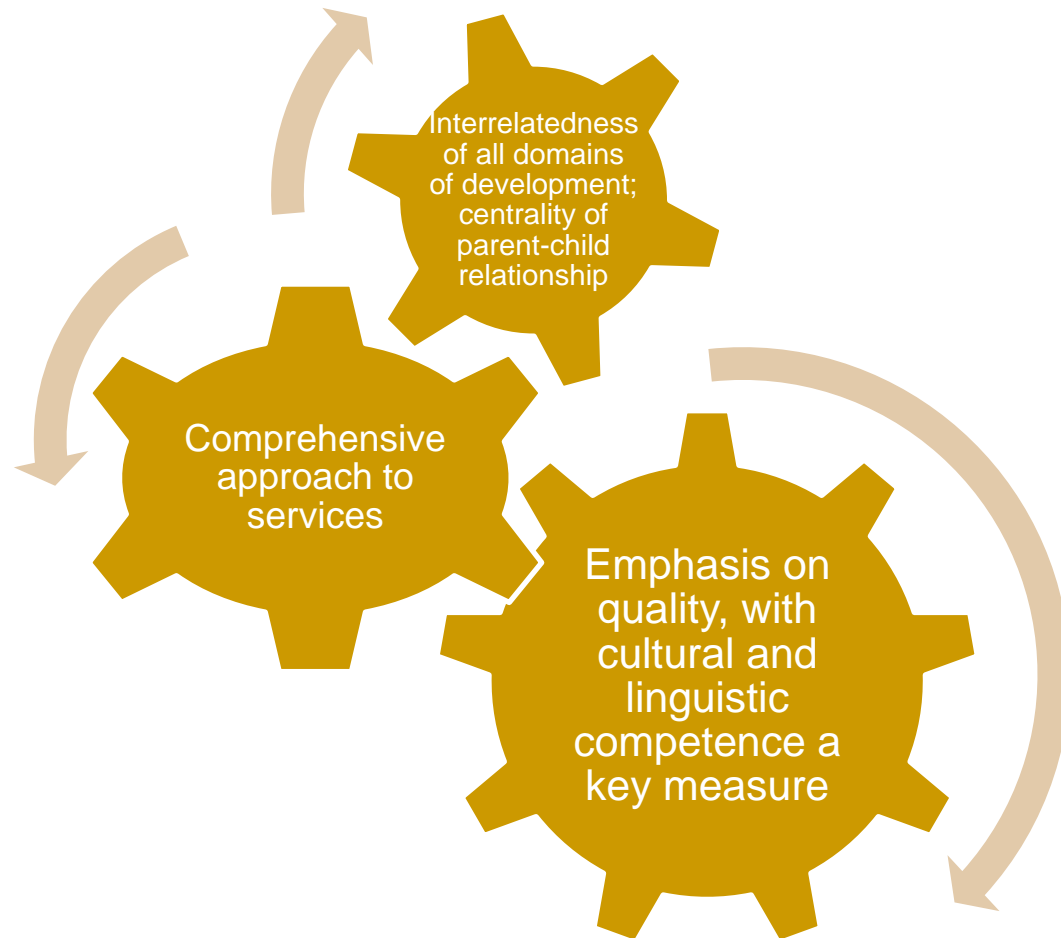
Poverty

Percentage and Number of Illinois Children Under Age Three by Race/Ethnicity at or below 200% of Federal Poverty Level, 2008-2011



Source: NCLR Latino Kids Data Explorer; U.S. Census 2008-2011 American Community Survey 3-year estimates

Recommendations





Recommendation 1

Ensure funding and facilities to support the expansion of infant and toddler services into the communities of greatest growth and need.





Supply and Demand

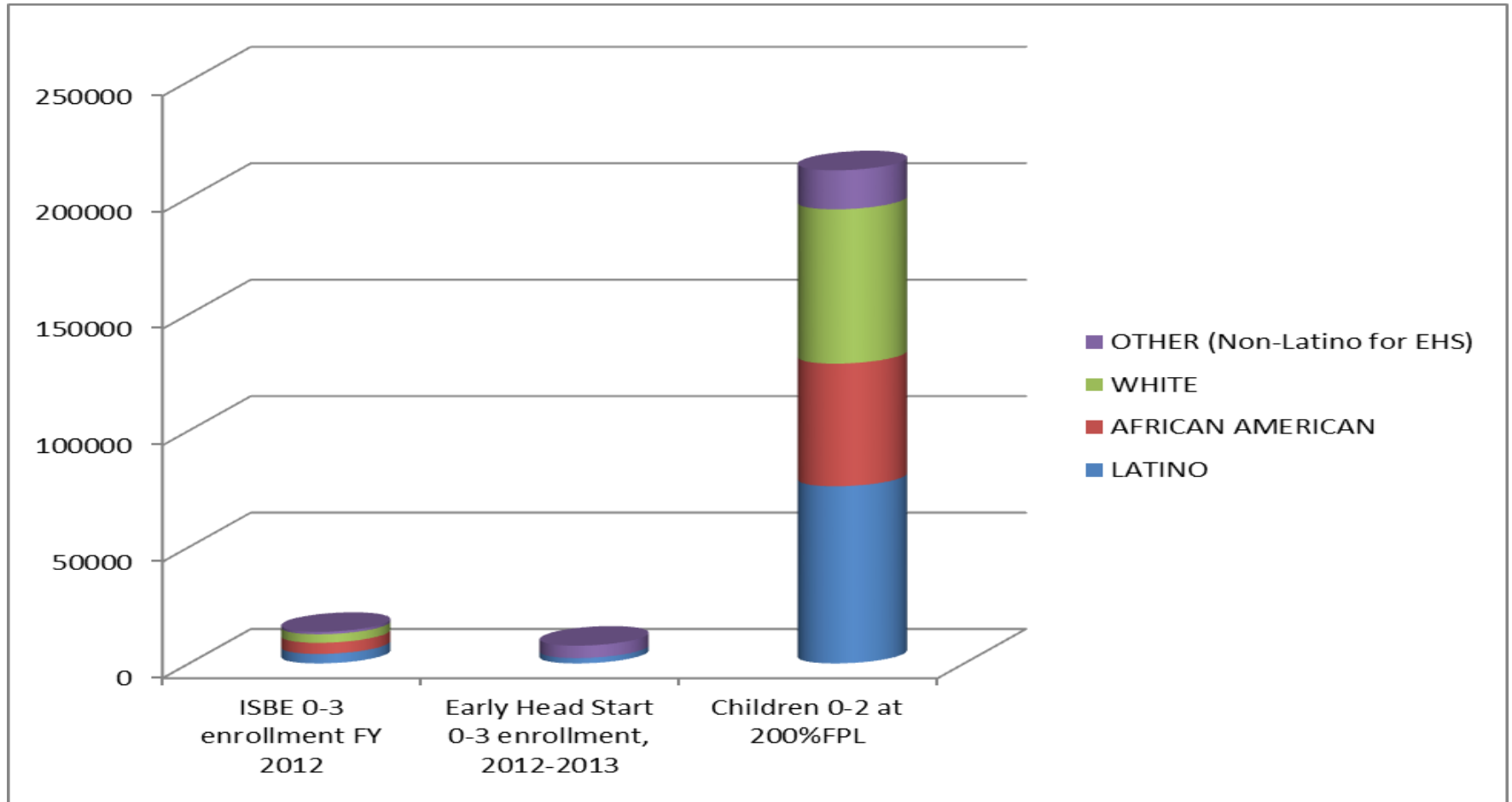
Top Ten Chicago Community Areas and Illinois Municipalities with Highest Overall Need for Early Childhood Services (with Latino Population and Overall Population), 2011.

Rank	Community Area	# Latino	% Latino	TOTAL	Rank	Municipality	# Latino	% Latino	TOTAL	% under 5 Latino	# under 5 Latino
1	Brighton Park	38,693	85%	45,368	1	Addison	15,194	41%	36,789	59%	1,473
2	Belmont Cragin	62,101	79%	78,743	2	Aurora	79,373	41%	194,066	52%	8,915
3	Albany Park	25,487	49%	51,542	3	Cicero	72,142	86%	83,594	94%	7,788
4	Chicago Lawn	25,141	45%	55,628	4	Berwyn	32,510	58%	56,052	72%	3,497
5	South Chicago	6,774	22%	31,198	5	Chicago	759,303	28%	2,702,146	39%	72,792
6	New City	25,431	57%	44,377	6	Joliet	39,798	27%	146,856	31%	3,970
7	West Ridge	14,701	20%	71,942	7	Hanover Park	13,586	36%	37,844	57%	1,722
8	Gage Park	35,589	89%	39,894	8	Calumet City	5,343	14%	37,104	18%	359
9	Englewood	325	1%	30,654	9	Streamwood	11,232	28%	39,830	32%	967
10	Portage Park	24,861	39%	64,124	10	Bolingbrook	18,701	26%	73,337	40%	2,194

Source: Early Care and Education in Illinois: The Top 10 Counties, Municipalities, and Chicago Community Areas in Need of Care. IFF Public Policy and Research, August 2011; Analysis of 2010 Decennial Census Data from Rob Paral retrieved on 7/13/13 from <http://www.robparal.com/>; Source Early Care and Education in Illinois: The Top 10 Counties, Municipalities, and Chicago Community Areas in Need of Care. IFF Public Policy and Research, August 2011; U.S. Census American Community Survey 2008-2011 3-year estimates; Latino Policy Forum analysis.



Number of Illinois Children Under Age Three at or Below 200% of Federal Poverty Level Compared with and ISBE and Early Head Start Birth-to-Three Enrollment, 2012



Source: National Council of La Raza (NCLR) Latino Kids Data Explorer analysis of data from U.S. Census American Community Survey 3 Year estimates, 2008-2010; Illinois State Board of Education 0-3 Enrollment FY 12; 2012-2013 Head Start Program Information Report Enrollment Statistics- State Level, Region 05 Illinois.

Recommendation 2



Increase the supply of highly qualified, bilingual and bicultural professionals; expand training and professional development opportunities for providers working with Latino infants and toddlers, with special emphasis on making such opportunities affordable and flexible.



Recommendation 3

Expand the supply of higher education faculty in early childhood development and related fields.



Recommendation 4

Expand and improve education and awareness in Latino communities about the importance and availability of services for infants and toddlers, with an emphasis on parent engagement.



Recommendation 5

Strengthen and improve the ability of the EI system to evaluate and provide services and timely transitions





Recommendations 6 and 7

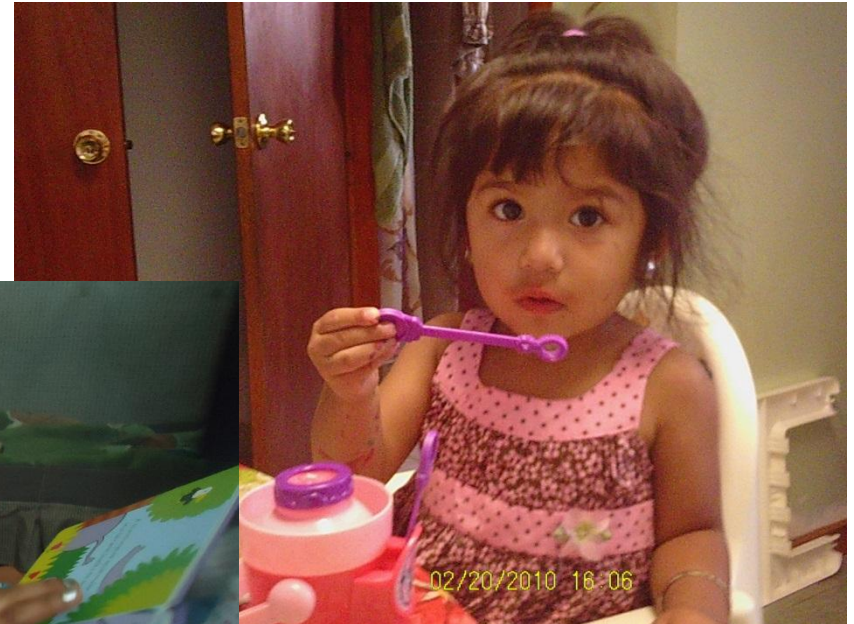
Strengthen and expand community-based partnerships and linkages among providers of infant and toddler services.

Develop systems that collect and make available comprehensive data on infants and toddlers and service providers in publically funded programs



Conclusion

**Advancing Latinos
advances a shared future**





Contact Information

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Empowering Parents as Teachers: A Home Visiting Approach

{ Presented by Azucena Gonzalez, Gads Hill Center



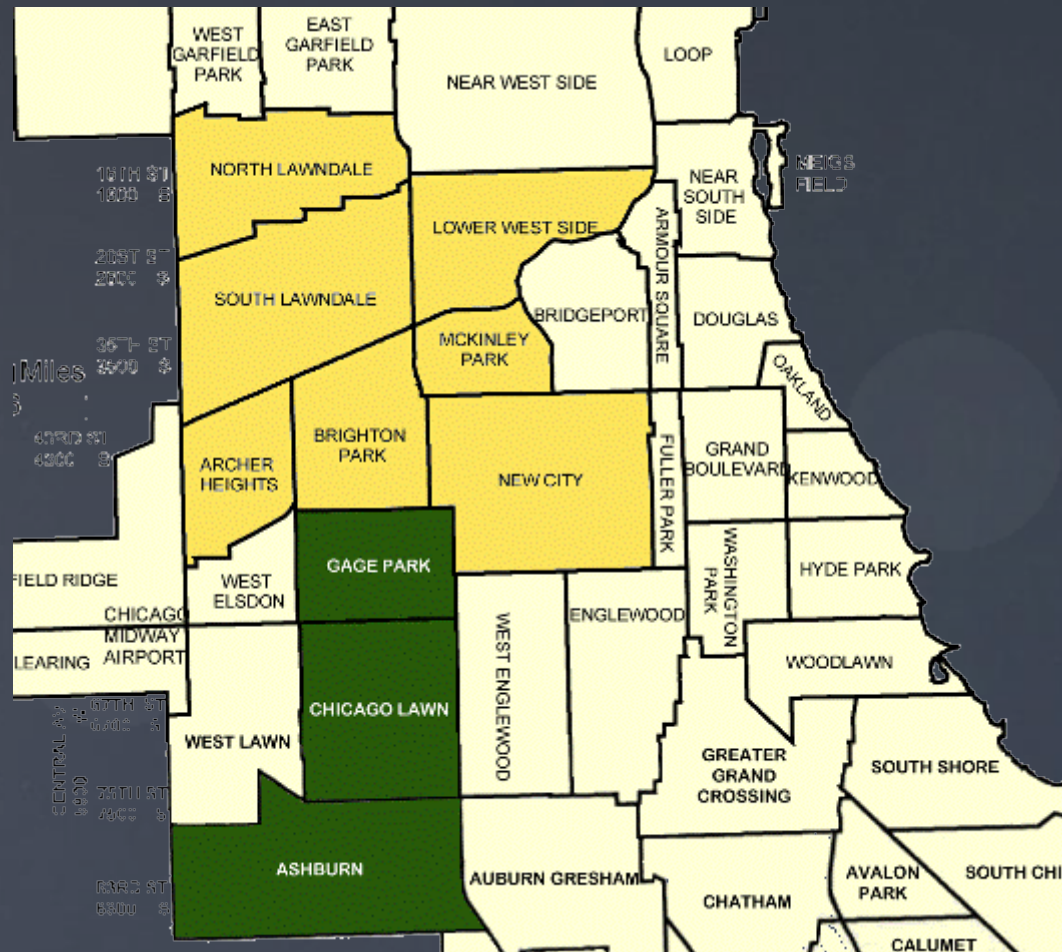
- Established as a settlement house in 1898
- Provide home visiting Head Start services since 1980
- Opened a Child Development Center in 2002
- Opened a site in Brighton Park in 2011



About Gads Hill Center



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Communities We Serve



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- Family Support
- Education
- Socialization

Our Home Visiting Approach



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- Love
- Hope
- Respect
- Willingness



Building the Assets of Parents



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- Building Trust
- Coaching
- Empowering
- Connecting

Best Practices in the Latino Community



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- Knowledge of program options
- Lack of trust
- Lack of transportation



Barriers to Service



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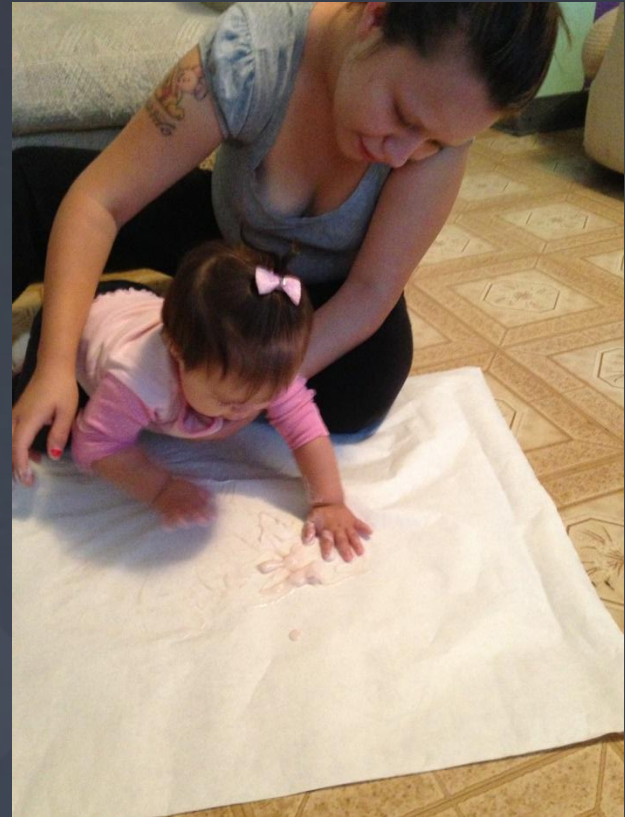
- Lack of information
- Child's age
- Funding

Hard to Reach Families



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- Staff credentials
- Linguistically and culturally competence



Recruiting Staff



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- Professional Development
- Acknowledgment
- Funding

Professional Development and Retention



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Next Steps



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Latino Infants and Toddlers: Supportive Policies and Approaches



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Diversity Can Be Addressed Throughout Early Childhood System, Standards

- Child Care Subsidy
- Child Care Licensing
- Home Visiting
- Quality Rating and Improvement Systems
- Professional Development Systems
- Early Learning Standards
- Higher Education Coursework

Charting Progress for Babies in Child Care

- Research based framework
 - Policy recommendations
 - Subsidy
 - Licensing
 - Quality Enhancement
 - State examples
-
- *Better for Babies: A Study of State Infant-Toddler Child Care Policies*



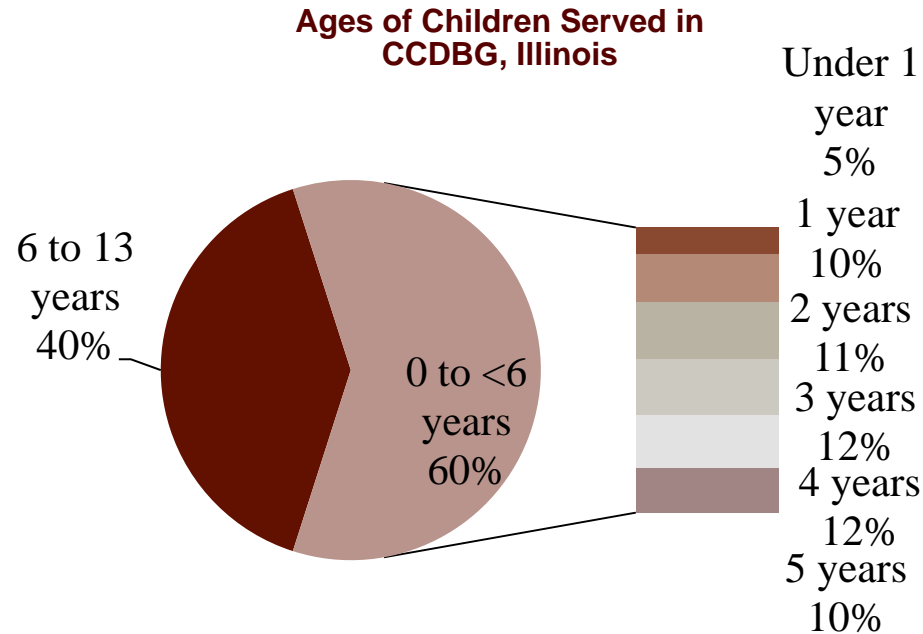
www.clasp.org/babiesinchildcare

What Do Babies in Child Care Need?



CLASP's Charting Progress for Babies in Child Care Policy Framework, www.clasp.org/babiesinchildcare

Infants and Toddlers in CCDBG



- 26 percent of children served in CCDBG-funded child care in IL are under age 3, compared to 28 percent in US.

Source: Office of Child Care, CCDF Preliminary Data 2011

Select Subsidy Policies that Support Stability

- Average income data to allow for fluctuations in earnings
- Extend eligibility to 12 months for all children with limited interim reporting.



Help Families Access More Child Care Options

- Payment levels can allow families to access high-quality infant/toddler care.
 - In 2012, 5 states set their standard reimbursement rate for a one year-old in center-based care at the federally recommended rate (75th percentile of market rate).
 - Increase payment rates to providers that implement quality infant/toddler care
 - Pay higher rates for higher quality care.
 - Use payment differentials and incentives to increase care during nonstandard hours weekends and for variable schedules.
 - Contract directly with immigrant-serving/Latino organizations

A Promising Strategy: Home Visiting and Family, Friend and Neighbor Care

- Home Visiting strategy to engage families, increase capacity for effective parenting and advance children's health development.
- Also strategy for reaching children and FFN caregivers.
 - 42% of children in CCDBG in IL are in license-exempt care (compared to 20% in US)
 - Majority are relatives (64%)

Home Visiting and FFN

- Parents as Teachers has a supporting FFN curriculum, Supporting Caregivers, which can be layered on top of its foundational curriculum.
- Early Head Start FCC/FFN pilots, no formal variation on the home-based model to deliver services in an FFN or FCC setting.



Resources

Home Away from Home: A Toolkit for Planning Home Visiting Partnerships with Family, Friend, and Neighbor Caregivers:

<http://www.clasp.org/admin/site/publications/files/Home-Away-from-Home.pdf>

Better for Babies: A Study of State Infant-Toddler Child Care Policies

<http://www.clasp.org/babiesinchildcare>

More resources at www.clasp.org/childcare



Latino Infants and Toddlers in Policy and Practice in Illinois

“Primeros Pasos: Strengthening Programs that Support Illinois Infants and Toddlers”
Collaboration with The Latino Policy Forum
October 30, 2013

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ZERO TO THREE



ZERO TO THREE is a national, nonprofit organization that provides parents, professionals and policymakers the knowledge and know-how to nurture early development.

Our mission is to ensure that all babies and toddlers have a strong start in life.

The ZERO TO THREE Policy Center is a nonpartisan, research-based resource for federal and state policymakers and advocates on the unique developmental needs of infants and toddlers. The Policy Center brings to bear ZERO TO THREE's more than 30 years of research-based expertise on infant and toddler development to ensure that public policies reflect best practices and current research in support of our nation's very young children.

ZERO TO THREE's Policy Agenda

Health:

- Physical Health
- Social & Emotional Health
- Developmental Screening

Family Supports:

- Basic Needs
- Parent Education
- Home Visiting
- Child Welfare
- Paid Family Leave

Early Learning:

- Child Care
- Early Head Start
- Early Intervention



**Good
Health**

**Strong
Families**

**Positive
Early Learning
Experiences**

Comprehensive Early Childhood System Equation



Services + Infrastructure = System

Accessible

High Quality

Culturally Responsive

Inclusive

Define & Coordinate Leadership

Recruit & Engage Stakeholders

Finance Strategically

Enhance & Align Standards

Create & Support Improvement

Ensure Accountability

Latinos in the USA

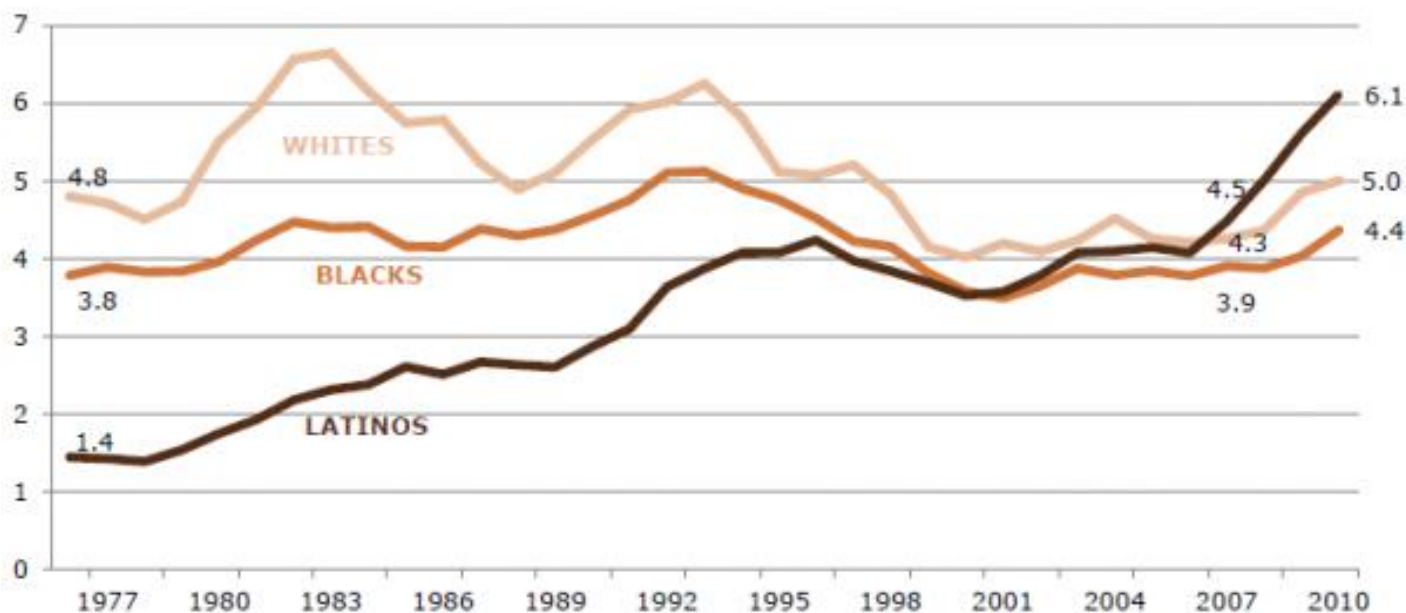
1. Latinos vs. Hispanics: Eclectic group so we should avoid making generalizations
2. Latinos are part of USA's identity & contribute to the economic, cultural and social capital
3. Latinos are the fastest growing population in the United States (birth rates are higher than any other racial/ethnic group)
4. Latino participation in the labor force is high & Latino-owned companies are among the fastest growing business sector in the country
5. Heavily represented in the low-income bracket or high percentage living in financial poverty
6. Young children less likely to attend preschool
7. More likely to be uninsured than any other ethnic group
8. Lower assessment scores in reading and mathematics and the difference in skills widens as children grow older

Childhood Poverty Among Latinos/Hispanics

Figure 1

Number of Children in Poverty, by Race and Ethnicity, 1976-2010

(in millions)



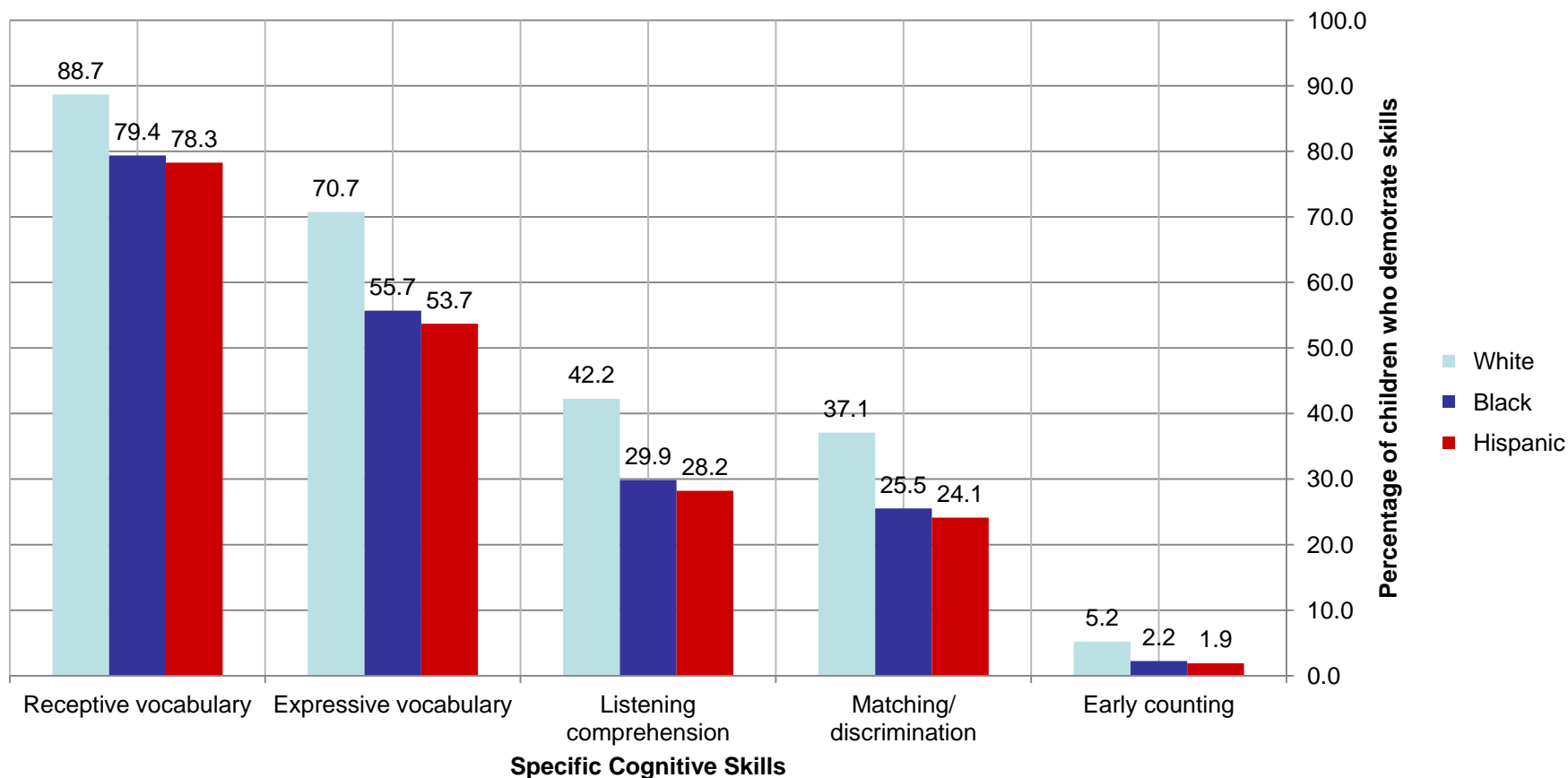
Notes: Children include all individuals younger than 18. Whites include only non-Hispanic whites. Blacks include both Hispanic and non-Hispanic components of the black population.

Source: U.S. Census Bureau <http://www.census.gov/hhes/www/poverty/data/incpovhlth/2010/index.html>

PEW RESEARCH CENTER

2 Yr. Old Demonstration of Cognitive Skills

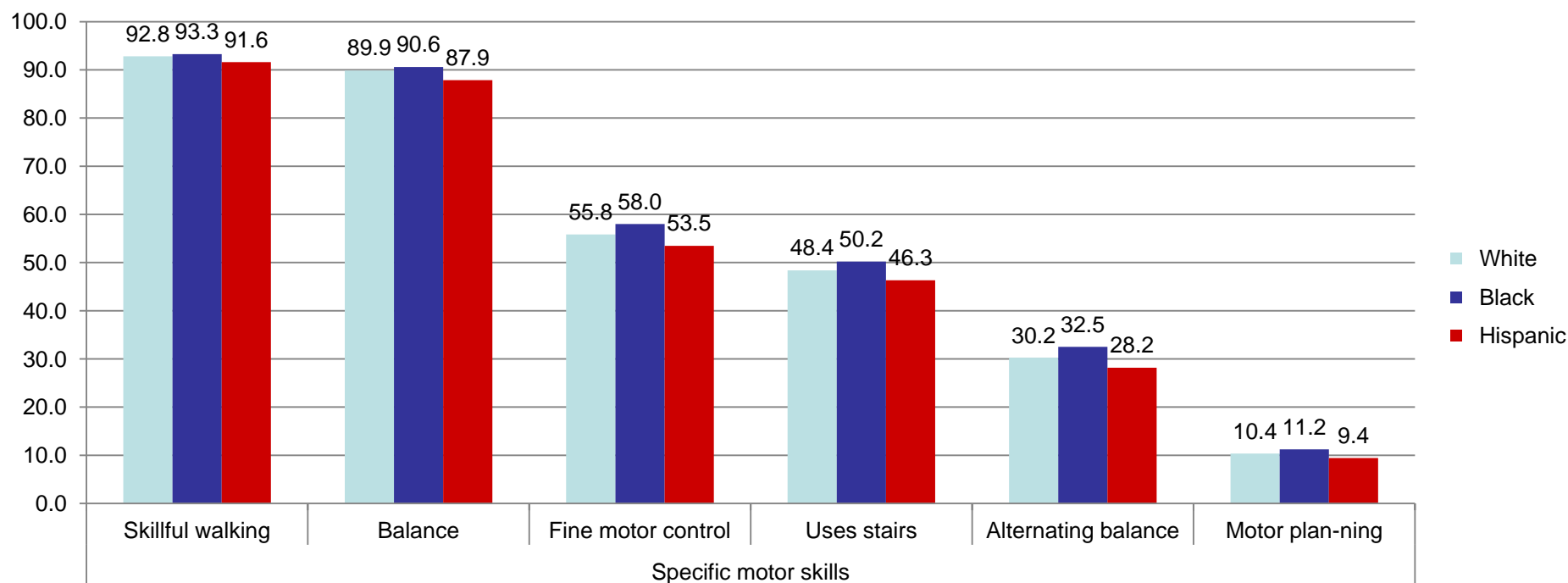
Percentage of children demonstrating specific cognitive skills to parents at about 2 years of age, by selected characteristics: 2003-04



SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort 9-month–Kindergarten 2007 Restricted-Use Data File and Electronic Codebook. (This table was prepared October 2013.)

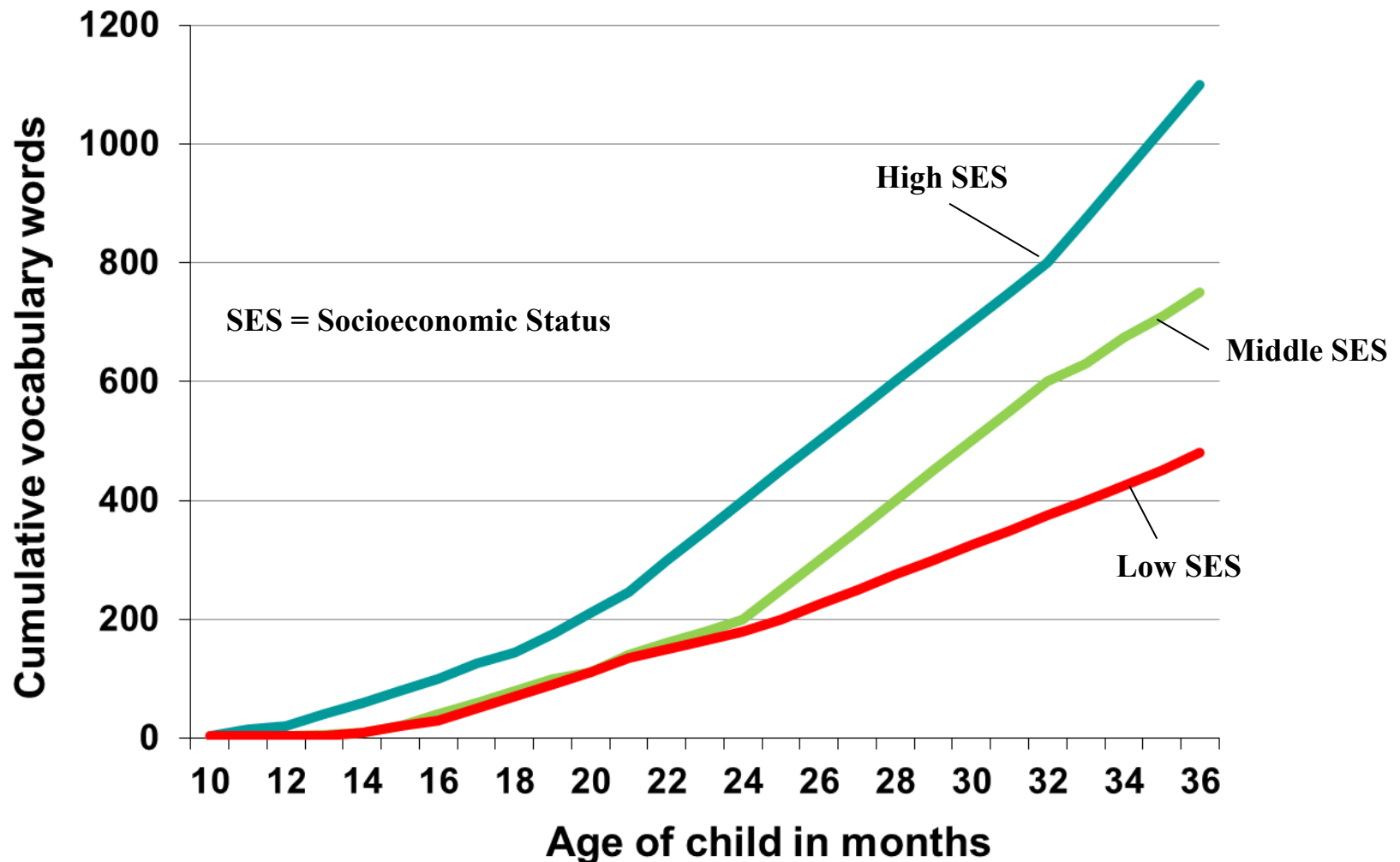
2 Yr. Old Demonstration of Motor Skills

**Percentage of children demonstrating specific physical motor skills to parents
at about 2 years of age,
by selected characteristics: 2003-04**



SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort 9-month–Kindergarten 2007 Restricted-Use Data File and Electronic Codebook. (This table was prepared October 2013.)

The Language Gap Begins Early



Source: Adapted from Betty Hart and Todd R. Risley, *Meaningful Differences in the Everyday Experience of Young American Children* (Baltimore, MD: Paul H. Brookes, 1995).

Potential Challenges for Latino Infants, Toddlers and Families



1. Language barriers/Limited English proficiency
2. Lack of culturally and linguistically competent and measures and services
3. Limited supply of qualified, bilingual and bicultural birth-to-three professionals
4. Low literacy levels
5. Social isolation
6. Discrimination
7. Documentation related issues
8. Difficulties accessing and obtaining services

Need for Policy & Systemic Changes

1. Focus on the positives and strengths as well as ways to empower and support communities
2. Shift from family involvement to culturally competent family engagement
3. Reduce language barriers/ Provide materials in native language
4. Increase culturally and linguistically competent and measures and services
5. Increase supply of qualified, bilingual and bicultural birth-to-three professionals
6. Provide information and empower parents by helping them understand child development, ways to promote learning, and how to become their child's advocate

Latino Babies are Potential Bilingual Adults: Bilingualism is a Strength

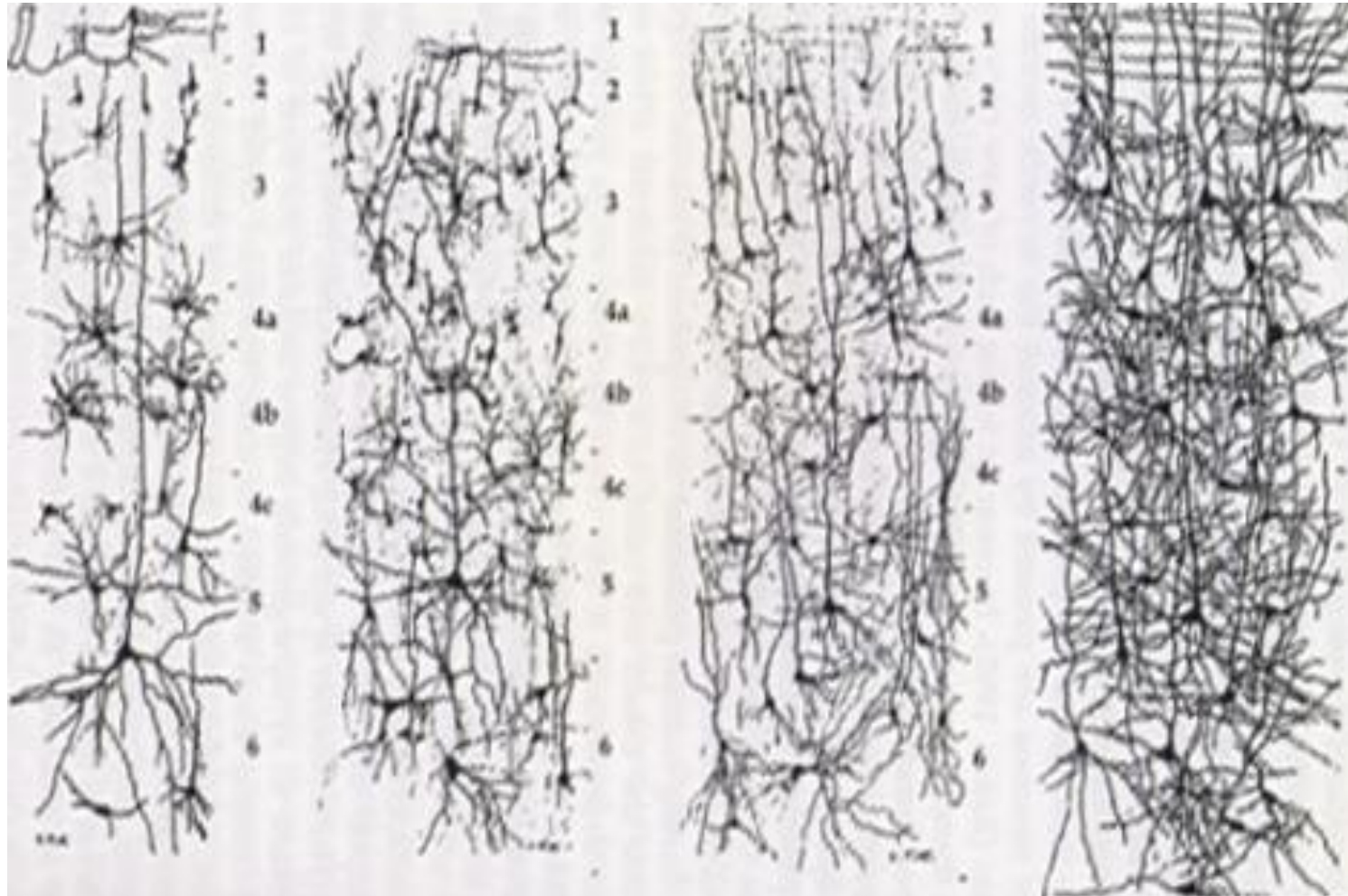


**"Bilingualism is one of the most important assets
we can give our children in today's global
economy"**

Roberto Rodriguez
Special Assistant to the President for Education Policy
Domestic Policy Council



Neural Connections: Babies Should Not Wait



newborn

1 month

3 months

6 months

ZERO TO THREE Resources

- [National Baby Facts](#)
- [State Baby Facts](#)
- [A Self-Assessment Checklist for States](#)
- [Comprehensive, Coordinated Systems](#)
- [Building A Strong Infant-Toddler Workforce](#)
- [Early Language and Literacy Development](#)
- [Infants and Toddlers in Early Head Start](#)



Contact Information

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